

Lesson Overview

Title:	Immigration
Subject:	Social Studies- Immigration
Grade Level(s):	3-5
Duration:	4 days
Unit Description:	Students will explore social, political, and cultural factors impacting contemporary immigration to gain an understanding of the current immigration process.
Lesson Description for Day:	Students will interview a recent immigrant to the United States.
Teaching Tolerance Social Justice Standards:	Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Goals

Unit Goals:	Students will be able to understand the difference between legal and illegal immigration. They will also explore the challenges associated with immigration to see why some people end up in a country "illegally" They can determine for themselves if they feel illegal immigration is ever justifiable.
Lesson Objective(s):	Students will be able to interview a person who recently immigrated to America. They will then synthesize their understanding of the immigration process in a Meet _____ project.

Methods

Anticipatory Set:	Have the students watch this video of a class in Buffalo, NY meeting refugee students from Burma. https://www.youtube.com/watch?v=3uoUXIGHWts
Introduce and Model New Knowledge:	Model creating a Interview project using Mojo, one of the students from the documentary. Begin by first explaining to the students that they will have the opportunity to interview a recent immigrant, so they will have to come up with thoughtful questions to create a meaningful interview project project. Have them listen to this audio clip of a grandson interviewing his grandmother. https://www.tolerance.org/classroom-resources/texts/storyc

	<p>orps-my-father-worked-in-a-chocolate-factory. (You will have to create an account with Teaching Tolerance, but it is free and worth it.)</p> <p>See if they can identify what the interviewer is doing with their questioning technique. See if they can identify the strategy of asking meaningful follow-up questions. Remind them to be open to this experience while interviewing.</p>
Provide Guided Practice:	<p>In small groups have the students collaborate to come up with questions they would want to ask a person who recently immigrated. While formatively assessing their understanding guide them towards writing questions about their immigration process and what differences they notice about life in America.</p> <p>Once they have a list of questions be sure to check it. Discuss any concerns you have about questions that might be insensitive to ask.</p>
Provide Independent Practice:	<p>Students will conduct the interviews. These could be done individually, or in small groups depending on the number of people that are available to be interviewed. Remind them of the ability to add follow up questions that are not on their original lists.</p> <p>Students must then be given class time to compile their interviews into their final projects.</p>
Wrap-Up	<p>Students will present their peers in a museum walk. (This is a technique where students create a display of their presentation for peers and guest visitors to circulate around and view.) People who were generous enough to donate their time to be interviewed should be invited back for the presentations, along with school administration, parents, and other classes.</p>

Assessment

Formative/Ongoing Assessment:	The teacher will assess for understanding during the question formation in the guided practice.
Summative/End Of Lesson Assessment:	Final projects

Materials

Auditory recording device.

Camera to take a photo
Checklist of Interview Project
Thank you card to send to person they interviewed